**Writing Lesson Plan – Paragraph Writing Unit (Lesson 2 of 4)**

**Materials:** Spider Map; Handouts 20 from *Writing I*; Notes; paper

**SOLs:** 8.7b - Use prewriting strategies to generate and organize ideas; 8.7d - Organize details to elaborate the central idea and provide unity.

**Lesson Objective(s): Students will learn about** good paragraph structure **in order to** write a unified paragraph with a topic sentence, supporting details, and a closing sentence **by using** spider mapping and rubrics. **I’ll** **know they’ve learned it when** students can write an organized, well-thought paragraph.

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| **Component** | **Description** |
| **Bellwork/Review** | Entrance slip – What are some characteristics of a good paragraph? |
| **Hook/Introduction/Development**  **(modeling, explanation, demonstration)** | The teacher and students will discuss the entrance slip.  The teacher will model how to draw a spider map by writing a topic in the middle of the board and circling it. The teacher will do a think aloud for the qualities of the topic which will be written on the four spokes extending from the center circle. After filling in the qualities, the teacher will then model through a think aloud the details which explain or demonstrate each quality. These will be placed on each of the spokes.  Once the sample Spider Map is completed, the teacher will discuss with the students that the circled topic will become the topic sentence of their paragraph. This sentence tells what all the other sentences in the paragraph are about, and it needs to be general, but not too general. (Remind students of the previous lesson on how to write effective topic sentences from *Basic Composition.*) |
| **Guided Reading** |  |
| **Guided Writing** | The teacher will then suggest some other topics (school uniforms, getting a driver’s license, the flu, hobbies, sleep, etc.) and will have students stretch these into topic sentences. After generating effective topic sentences, the teacher will choose two or three topics in order to complete a Spider Map with the whole group. Students will tell the teacher how to fill in the map. The teacher will then affirm or correct any misinformation. |
| **Independent Practice** | Students will complete Handout 20 using their own topic. |
| **Closure/Homework** | Volunteers will share their completed maps as the class discusses what works and what doesn’t. The maps will be assessed using the following three questions: (a) Is the topic sentence not too broad and not too narrow? (b) Is there enough support? (c) Do all the ideas support the topic sentence? |
| **Differentiated Instruction** | After completing the thumb check, the teacher will call those who are still struggling up to the front table to work in small group. Students may also work in pairs or groups after completing the independent work to revise their maps based on the three assessment questions. |
| **Formative Assessment** | Entrance slip; Thumb Check |
| **Summative Assessment** |  |